

Vision Preparatory Charter School

Foundational Literacy Skills Plan

Approved: May 21, 2021

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Vision Preparatory Charter school uses Houghton Mifflin: Into Reading, Tennessee curriculum grounded in the science of reading in grades K-2. Phonological and phonemic Awareness is taught daily using Heggerty Phonemic Awareness curriculum. The Heggerty curriculum provides daily instruction and practice over the entire spectrum of foundational Phonological and Phonemic Awareness Skills through multi-sensory drills. These curricula designate 60 minutes for foundational skills instruction. During this instructional time, teachers will explicitly engage students in oral activities that build phonological awareness, phonics practice using Orton-Gillingham methodology, word fluency practice, passage reading fluency practice, vocabulary, and comprehension. During the OG portion of the lesson, teachers will introduce new phonemes by modeling the oral production of the sound, connecting the phoneme to the grapheme, and applying their new knowledge in blending sounds to produce and decode phonetically regular words. Students participate in the Three Part Drill, use a syllabication process for decoding multi-syllable words, learn and practice sight words through an orthographic mapping process. Scholars practice decoding through oral reading of connected text and encoding through spelling phonetically regular words and sentence dictation.

Vision Preparatory Charter School's improvements for next year include time for teachers to participate in collaborative planning and lesson internalization sessions. These sessions will allow teachers designated time to practice explicit modeling, plan for ample use of instructional time, receive in-the-moment coaching, and solve problems of practice.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Vision Preparatory Charter school uses Houghton Mifflin: Into Reading, Tennessee curriculum grounded in the science of reading, in grades 3-5. This curriculum designates 30 minutes for foundational skills instruction. During this instructional time, teachers will explicitly engage students in activities that build grammar, spelling, writing, morphology using Orton Gillingham methodology. Students will receive 120 minutes of reading instruction. Instruction will include fluency, comprehension, and vocabulary. During OG instruction teachers introduce new skills by modeling, writing, and applying the skill. Students will participate in daily lessons that require them to engage

with and comprehend complex text while applying their knowledge. Skills are embedded within the lesson. Foundational skills are embedded in all aspects of the 120 minute reading block.

Vision Preparatory Charter School's improvements for next year include time for teachers to participate in collaborative planning and lesson internalization sessions. These sessions will allow teachers designated time to practice explicit modeling, plan for ample use of instructional time, receive in-the-moment coaching, and solve problems of practice.

Approved Instructional Materials for Grades K-2

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee

Approved Instructional Materials for Grades 3-5

Houghton Mifflin Harcourt - K-2, 4-5 Into Reading, Tennessee (Grades 4 and 5)

Additional Information about Instructional Materials

Grade 3 students will use Expeditionary Learning, and supplement with HMH: Into Reading. Grades 4 -5 will use Houghton Mifflin Harcourt: Into Reading

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

NWEA Maps and IReady are the universal reading screening assessments utilized for grades 1-5. These assessments are administered in the fall (August), winter (January), and Spring/ End of Year (March-May). Any scholar scoring at the 24th percentile rank or below on either assessment is flagged and given additional diagnostic assessments (Easy CBM, Dyslexia Screening Battery described below) to determine foundational and comprehension literacy deficits, tier placement, and instructional level.

For Kindergarten, EasyCBM is utilized as the Universal Screener. At the winter testing window, Kindergarteners are also tested using IReady Reading and Math Assessments. Scholars who score below the 24th percentile rank on any of the assessments are flagged for intervention in the deficit skill and tier placement.

All K scholars are screened for Dyslexia using the complete Dyslexia Battery (Kindergarten Level EasyCBM letter names, letter sounds, phoneme segmenting, word reading fluency Benchmarks, an Encoding Screen, and a Rapid Naming Screen) recommended by the district in January.

The Dyslexia Screening Battery for Grades 1-5 consists of the 1st Grade level EasyCBM LN, LS,, WRF, PRF Benchmark Tests, a Phoneme Segmenting Screen, an Encoding Screen, and a Rapid Naming Screen). For these grades, scholars are screened automatically if they score below the 10th percentile rank on the Passage Reading Fluency Test or if requested by a teacher or parent.

Intervention Structure and Supports

All scholars are screened using the Universal Screening measures indicated above three times per year. In the fall, the intervention team conducts diagnostic assessments to determine deficits and possible intervention placement. These results are shared with the administration and grade level

teams during data team meetings where actual placement is determined using multiple sources of data. Scholars placed in Tier II interventions will receive 30 minutes of intervention per day, while scholars placed in Tier III interventions will receive 45 minutes of intervention daily.

Intervention periods for each grade level are identified on the master school schedule. During this period (called WIN Time or What I Need Time), all scholars are working on areas in which they need to improve. Scholars who have been identified for Tier II or Tier III intervention receive research-based instruction from a trained teacher based on their lowest skill area deficit.

All scholars who are identified with foundational letter naming, letter sound, word reading, passage reading fluency, encoding, or rapid naming deficits are placed in Orton-Gillingham based interventions. These interventions and pedagogy are utilized to address characteristics of dyslexia. All interventionists working with scholars identified with these deficits are trained in Orton-Gillingham techniques through IMSE. If this program of intervention proves ineffective, a more intensive Orton-Gillingham based program such as 95% Group, Barton, LIPS, or Lively Letters may be implemented.

For Phonological Awareness deficits (measured through progress in Phoneme Segmentation), the interventions consist of various Phonological Awareness and Phoneme Segmenting Drills developed by Heggerty, David Kilpatrick, and Marilyn Jager Adams.

For Passage Reading Fluency deficits, the HELPS Fluency program developed by researchers at North Carolina State University and materials from Achieve the Core are utilized in conjunction with the above IMSE Orton-Gillingham techniques for decoding multi-syllabic words.

While vocabulary deficits are not addressed through tiered intervention, they are addressed through differentiated small group instruction and as a part of tiered intervention in comprehension. Intervention in comprehension is provided through explicit comprehension strategy instruction using IReady Toolbox as the primary intervention.

Every 4 - 4 ½ weeks, the data team meets to examine student progress. When a scholar is not showing progress, the team determines if change is necessary and makes decisions about what change is appropriate. A change can be made in instruction, intervention, intensity/level, time of day, or instructor. The data is examined for adequate progress, attendance, fidelity of intervention, adequate progress monitoring, and trends of data points.

Parent Notification Plan/Home Literacy Reports

Every family will receive a letter after each benchmark report. The letter will entail student progress and a copy of the scholar's benchmark report. Benchmarking occurs three times a year for all K-5 students. Benchmarking will occur in the fall, winter, and spring. Parents are notified by letter if their child has been identified as "at risk" and requiring intervention immediately after the first data team meeting where universal screening results are examined. The scholar's scores are communicated through parent friendly reports that provide a clear explanation of the scholar's skill gaps and intervention needs. The letter indicates skill deficits, the specific deficit identified for intervention, and the amount of time each day the student will receive services. For scholars needing intervention in foundational literacy skills, the letter also includes a description of the importance of being able to

read at grade level by the end of 3rd grade and recommendations for supporting their child's reading instruction at home.

Grade Level Data Team meetings are held monthly (at least every 23 days) to discuss and make decisions about scholar progress and placement. Parents are informed of progress or lack of progress after each data team meeting and any changes in intervention placement.

Beginning next year, parents will also receive the Home-School Connection Newsletter included with the new literacy curriculum at the beginning of each module. The newsletter describes the skills being covered in the module and will provide other information to assist parents in supporting their child's reading instruction at home. The newsletter will also include no-cost activities for families to support home learning.

Professional Development Plan

Teachers at Vision Preparatory will participate in the free and optional Reading 360 Early Literacy training series. Our plan for providing professional development for all K-5 teachers is as follows.

June 2021: All teachers will participate in training around the Houghton Mifflin: Into Reading, Tennessee curriculum. The participating teachers will include interventionists, special education teachers, academic leads, and coaches. The 3-day training will emphasize classroom application of a science of reading based curriculum

July 2021: Participating teachers will participate in Orton-Gillingham training. Orton-Gillingham is an explicit, sequential, systematic, and multi-sensory approach used to teach foundational literacy skills. The evidence-based program breaks reading and writing into smaller skills involving letters and sounds, then builds on these skills over time. The week-long training will emphasize explicit, systematic, and sequential multi-sensory phonics instruction.

July 2021: Participants will participate in 1 hour of Heggerty training. By the end of this training, participants will have a better understanding of the role of Phonological and Phonemic Awareness in foundational reading instruction and the science of reading skill acquisition. The PD will also provide the best practices for teaching the Heggerty curriculum and phonemic awareness with fidelity.

August 2021: Participants will participate in The Daily 5 Cafe Training. The training will occur over 2 days. Participants will learn to structure their literacy block. They will also learn how to manage their classrooms and keep students highly engaged in authentic reading and writing. Daily 5 is an instructional framework that focuses on meeting individual student's needs by managing our differentiated small group instruction.

September 2021: Teachers will participate in 1 hour of Heggerty follow-up coaching.